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ABSTRACT

INCLUDED ARE 40 ABSTRACTS WITH DESCRIPTIVE TERMS (DESIGNED PRIMARILY FOR THE PRACTITICNER) DEVOTED TO PROGRAM DESCRIPTIONS, GUIDES, AND CURRICULUM INFORMATION ON THE MENTALLY HANDICAPPED. ALSC PROVIDED ARE AN AUTHOR AND SUBJECT INDEX, USER INFORMATICN, AND INFORMATION ON PURCHASING THE TOTAL DOCUMENT OR SPECIFIC DOCUMENTS. (JM)

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

ED036029

PROGRAMS FOR THE MENTALLY RETARDED

CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN

The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

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An Educational Resources Information Center and member of the Special Education IMC/RMC Network

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PROGRAMS FOR THE MENTALLY RETARDED

September 1969

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
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Arlington, Virginia 22202

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ABSTRACT 1

EC 000 007 ED 010 718
Publ. Date Nov 65 62p.
State Plan for Special Education.
Texas Education Agency, Austin
EDRS mf,hc

Descriptors: exceptional child education; administration; program planning; state programs; state laws; state standards; program development; program administration; psychological evaluation; teacher certification; speech therapy; mentally handicapped; blind; physically handicapped; homebound children; preschool programs; deaf; deaf blind; emotionally disturbed; partially sighted; hospitalized children; hard of hearing; minimally brain injured; educable mentally handicapped; trainable mentally handicapped; textbooks; transportation; hearing therapy; Texas

Information for the initiation, organization, and operation of special education programs in Texas is included in this bulletin. Programs described are for the blind, partially sighted, physically handicapped, homebound or hospitalized, minimally brain injured, deaf and severely hard of hearing, educable mentally handicapped, trainable mentally handicapped, speech and hearing therapy, emotionally disturbed children, preschool deaf children, and deaf-blind or non-speaking blind children. In addition to program descriptions, information is given about local planning, psychological reporting, textbooks, teacher certification, and transportation. (CG)

ABSTRACT 2

EC 000 015 ED 012 112
Publ. Date 65 105p.
Miller, Donald Y.; Danielson, Richard H.
Work-Study for Slow Learners in Ohio, Selected Training Materials for Use in Ohio Institutes on Work-Study Programs.
Ohio State Board Of Educ., Columbus, Div. Of Spec. Educ.
Vocational Rehab Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; vocational education; program planning; mentally handicapped; administration; work study programs; educable mentally handicapped; curriculum planning; vocational rehabilitation; program administration; on the job training; prevocational education; job placement; student evaluation; school community relationship; Columbus

This collection of papers was presented at an institute at Kent State University in April, 1964. Vocational education and work study programs for educable mentally handicapped pupils are discussed in relation to the functions of the Vocational Rehabilitation Administration, the establishment and administration of a program, planning the curriculum, forming community relationships, and the evaluation, placement, and followup of students. Each of three Ohio work study programs (Dayton, Sylvania, and Warren) is described from the points of view of an administrator, a principal, and a coordinator. Included is a 58-item bibliography. (MY)

ABSTRACT 3

EC 000 017 ED 011 148
Publ. Date Aug 66 6p.
How Michigan Serves the Mentally Handicapped, Facts about the Administration of the Michigan Program.
Michigan State Dept. Of Education, Lansing,
EDRS mf,hc

Descriptors: exceptional child education; state programs; mentally handicapped; administration; state aid; census figures; program administration; teacher certification; educable mentally handicapped; trainable mentally handicapped; special classes; personnel; program guides; identification; program development; transportation; boarding homes; summer programs; teacher programs

Approximately 68 percent of the mentally handicapped children eligible for services by the public schools in Michigan are being served. Michigan's state program serves more than 30,000 mentally retarded children. Provisions for educable and trainable mentally retarded children include (1) educable special classes, (2) consultants who work with educable mentally retarded children enrolled in regular classes, (3) trainable special classes, and (4) intermediate school district programs for trainable mentally retarded children. Trainable classes are permissible if the school district provides for educable retarded children. Two state aid memberships are paid for each child (up to 15 children per teacher), up to 75 percent of the cost of the program. State aid to school districts includes reimbursement for transportation, tuition, board and room, and summer programs. Teachers of mentally retarded children must be state certified. Temporary certification may be granted. (DE)

ABSTRACT 4

EC 000 023 ED 010 917
Publ. Date Jul 66 207p.
Ainsworth, C. L.
Curriculum Guide for Special Education.
Big Spring Independent School District, Texas
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; class activities; curriculum guides; educable mentally handicapped; educational programs; vocational education; instructional materials; program evaluation; instructional programs; curriculum evaluation; elementary grades; secondary grades; academic education

A curriculum for educable mentally retarded children from age 6 through graduation is presented. It centers on a study of the local community with the chief purpose of training mentally retarded children to live and work productively there and also to educate the community to accept them as contributing citizens. Basic academic skills in communication, social studies, arithmetic, and science are presented sequentially by levels, and specific activities are outlined or illustrated. (DF)

ABSTRACT 5

EC 000 035 ED 011 157
Publ. Date May 66 84p.
Blessing, Kenneth R.
A Potpourri of Ideas for Teachers of the Mentally Retarded.
Wisconsin Dept. Of Public Instr., Madison
Wisconsin Univ., Milwaukee
EDRS mf,hc

Descriptors: exceptional child education; curriculum; art; mentally handicapped; art education; art activities; handicrafts; program evaluation; curriculum guides; painting; art expression; art products; instructional materials; educable mentally handicapped; activity units; children; Madison

The objective of arts and crafts activities for educable mentally retarded children as presented in this curriculum guide is to provide enjoyable activities as well as to teach skills, socially acceptable attitudes and habits, and self esteem. An outline for a unit of activity in handcrafts is presented. More than 85 art and craft ideas, complete with how-to-make directions and illustrations, comprise most of the booklet. Thirty-four references are listed. (DE)

ABSTRACT 6

EC 000 064 ED 010 925
Publ. Date 66 79p.
Departmental Guide, Special Education Department, Abilene Public Schools, 1966-1967.
Abilene Public Schools, Tex., Spec. Educ. Dept.
EDRS mf,hc

Descriptors: exceptional child education; community programs; teaching methods; administration; program guides; physically handicapped; admission criteria; teacher certification; visually handicapped; home instruction; hospital schools; language handicaps; aurally handicapped; educable mentally handicapped; trainable mentally handicapped; psychological evaluation; speech therapy; bibliographies; program descriptions; Abilene

Special programs of the Abilene, Texas, schools are described with emphasis on pupil eligibility for services, purposes of the programs and general and specific procedures used in instruction. Sources of information used in individual psychological evaluations, certification requirements for teaching in Texas, and bibliographies for areas of exceptionality are also included. (JW)

ABSTRACT 7

EC 000 272 ED 012 984
Publ. Date 66 52p.
Falls, Charles W.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections---bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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268 - 337	1.25	828 - 897	3.25
338 - 407	1.50	898 - 967	3.50
408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

ABSTRACT 12

EC 001 112 ED 018 027
Publ. Date 67 70p.
Chalfant, James C.
Factors Related to Special Education Services. CEC Research Monograph Series B, No. B-3.
Council For Exceptional Children, Washington, D. C.
EDRS mf

Descriptors: exceptional child research; program planning; educational needs; economic factors; demography; public schools; county school systems; factor analysis; urban areas; educational background; rural areas; financial support; population growth; socioeconomic status; deaf; speech handicapped; educable mentally handicapped; chief administrators; socioeconomic influences; expectancy tables; speech therapy; Illinois

The purpose of the study was to determine the economic and demographic factors underlying public school provisions for exceptional children in 101 Illinois counties (Cook excluded) and to develop a diagnostic technique to indicate whether counties could be expected to make such provisions. Services studied were those for the deaf, the speech handicapped, the educable mentally handicapped, and those of a director of special education. The proportions receiving each service were determined, and 21 economic and demographic characteristics were reduced by factor analysis to six clusters of variables. The urban factor accounted for 44 percent of the variance, education for 13 percent, socioeconomic status for 8 percent, rural occupations for 6 percent, financial ability for 5 percent, and population growth for 4 percent. A single index score was obtained from the factor scores and used to rank the counties. Providing services for deaf children were nine of 12 high expectancy counties, for the speech handicapped 62 of 67, for the educable mentally handicapped in elementary programs 59 of 63, and for the educable mentally handicapped in secondary programs five of nine. Of 24 high expectancy counties, 17 had the services of a director of special education. The study, therefore, implied that legislative or administrative provisions should be based on those factors related to the support of special education services and developed an expectancy index to serve as the means of studying counties in terms of those factors. A 17-item bibliography, appendixes of factor and index scores per county in services for the deaf, and 20 figures and tables are provided. This document is available from The Council for Exceptional Children, NEA, 1201 16th Street, N. W., Washington, D.C. 20036, for $2.00. (DF)

ABSTRACT 13

EC 001 857 ED 018 048
Publ. Date 67 58p.
Crawford, William L.; Cross, Jacque L.
Work-Study Programs for Slow Learning Children in Ohio Schools, Guidelines.
Ohio State Dept. Of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program planning; administration; vocational education; curriculum; educable mentally handicapped; work study programs; personnel; prevocational education; personnel selection; administrative personnel; instructor coordinators; administrator responsibility; program development; legal problems; school community cooperation; Ohio

Developed for educators who are concerned with and share the responsibility for work study programs for slow learners (IQ 50 to 80) at the secondary level, the guide presents program policies and practices current in the state of Ohio. Rationale for the Ohio programs are stated, and 12 relevant terms are defined. Curriculum implications for work study efforts are stated for primary through high school levels. The work study coordinator is discussed in terms of criteria for selection, general responsibilities, scheduling, funding, and extended service. Consideration of preplanning or successful approaches to initiating work study covers programs, the job survey, interpreting work study, using news media, involvement of the community and community agencies, and considerations for school districts with various work study programs. Aspects of program development include the rationale, breakdown of work study, scheduling and placing of students, job area supervisors, trainee evaluation, awarding of credits, transportation, and followup studies. The legal aspects of employment described are working conditions, liability, insurance, work permits, minor's agreement, and minimum wage. Administrative responsibility in work study is discussed with reference to attitude, interpreting the program, involvement in the program, implications for curriculum development, considerations where work study programs overlap school districts, considerations for multiple work programs within a school district, and the role of the State Department of Education in work study. Conclusions and recommendations are made, and a 23-item bibliography is included. Appendixes present a sample high school course of study, potential in school work stations, potential community work stations, an evaluation for employability, and a job survey form. (JD)

ABSTRACT 14

EC 000 557 ED 012 541
Publ. Date Jul 66 53p.
Policy and Procedure for a Vocational Education Work-Study Program for Severely Mentally Retarded Pupils.
Santa Cruz Co. Off. Of Educ., Calif.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administration; vocational education; program planning; trainable mentally handicapped; work study programs; project applications; secondary grades; adolescents; administrator responsibility; federal aid; administrator guides; Vocational Education Act of 1963; P L 88-210

The Santa Cruz County Program for Vocational Education of trainable mentally handicapped students is outlined in terms of the staff and their responsibilities. Sample forms are illustrated. A second section of the document presents information to assist local school systems in the preparation of applications for a vocational education work-study project under the Vocational Education Act of 1963 (P.L. 88-210). Program requirements and purposes, student eligibility, employment conditions, funding, and other topics are stipulated. Detailed guidelines for completion of the work-study application form and the budget application are presented along with a sample agreement between city and school district and a sample application for funds. Details about the Santa Cruz County Work-Study Program, its students, work stations, and finances are outlined. (CG)

ABSTRACT 15

EC 000 561 ED 012 994
Publ. Date 66 11p.
Bertucci, Dominic; Blodgett, E. Donald
Special C and Trainable Programs. School Year 1965-66. Summary Report.
Milwaukee Public Schs., Wisconsin, Spec. Educ. Dept.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; annual reports; trainable mentally handicapped; educable mentally handicapped; special classes; statistical surveys; student enrollment; children; adolescents; program descriptions; school surveys; Milwaukee

Enrollment figures and the growth of special education classes for educable (special C classes) and trainable mentally handicapped pupils in the Milwaukee Public Schools during the school year 1965-66 are summarized. The educable program enrolled 1,819 students in 128 classes. Students in the 36 trainable classes numbered 344. The number of trainable and educable classes for each school are cited along with information identifying new classes and new programs. New student placements during the year are listed by school and type of class. Students deleted from the rolls of educable and trainable classes and the reasons for deletion are listed. A description of the Occupational Adjustment programs includes enrollment figures and a list of training facilities. (KCG)

ABSTRACT 16

EC 000 789 ED 019 768
Publ. Date 64

Special Education Program for Nebraska's Handicapped Children, 1965-1966.
Nebraska State Dept. Educ., Lincoln, Div. Instr. Serv.
EDRS mf,hc

Descriptors: exceptional child education; state programs; annual reports; handicapped children; state aid; educational finance; statistical data; student enrollment; expenditures; student costs; program descriptions; special services; teachers; schools; mentally handicapped; trainable mentally handicapped; speech handicapped; aurally handicapped; homebound; physically handicapped; orthopedically handicapped; visually handicapped; educable mentally handicapped; Lincoln

During the 1965-1966 school year in Nebraska, 8,490 handicapped children received special services, and an additional 2,433 children received speech and hearing diagnoses and psychological testing services. These services cost $129.12 per pupil. Tables and graphs indicate the growth of special education by providing information about pupils, services, schools, teachers, expenditures, and reimbursements for the past 10 years. These statistics are presented for the educable and trainable mentally handicapped, speech handicapped, aurally handicapped, homebound, physically handicapped, orthopedically handicapped, and visually handicapped. (RS)

ABSTRACT 8

EC 000 384 ED 015 570
Publ. Date 65
Bensberg, Gerard J.
Teaching the Mentally Retarded, a Handbook for Ward Personnel.
Southern Regional Educ. Bd., Atlanta, Georgia
National Institute Of Mental Health, Bethesda, Maryland
EDRS not available

Descriptors: exceptional child education; reinforcement; mentally handicapped; attendant training; positive reinforcement; behavior change; child development; children; custodial mentally handicapped; educable mentally handicapped; language development; language skills; learning; physical characteristics; program planning; psychological characteristics; psychomotor skills; skill development; residential care; social development; trainable mentally handicapped; training techniques; self care skills

Written for attendants, volunteers, professional people, and parents, this manual presents principles and methods for teaching the mentally retarded to be as independent as possible. The first section provides general information on the developmental characteristics of normal children and contrasts these with some of the needs of the retarded. Principles of teaching the retarded, including sections on motivation and learning, attention span, attitudes of attendants, and expectations of success are discussed. Teaching of self care skills (motor, sound and language) is included. Commercial and specially devised pictures and drawings of equipment for specific handicaps are included. Section two presents general principles and detailed lesson plans for teaching by positive reinforcement or reward. Evaluation is discussed and a sample check list for this purpose is included. Three related articles, a glossary, a list of resource materials, and a 26-item bibliography are included. This document was published by the Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313. (JZ)

ABSTRACT 9

EC 000 398 ED 015 571
Publ. Date Apr 63 12p.
Blessing, Kenneth R.
An Invitation to Participate, Developing a Modern Curriculum for Retarded Children through Statewide Participation and Cooperation.
Wisconsin State Dept. Pub. Instr., Madison. Bur. Hand. Child.,
EDRS mf,hc

Descriptors: exceptional child education; curriculum; mentally handicapped; state programs; curriculum development; educable mentally handicapped; children; cooperative planning; curriculum planning; Madison

This report on efforts to develop a curriculum guide for Wisconsin special education classes reviews four methods of approaching the problem and presents the rationale for choosing the needs, or problem, approach. Local special educators as well as college and university staff were invited to assist in developing the curriculum around the following 12 persisting life situations (1) keeping healthy, (2) living safely, (3) understanding one's self and getting along with others, (4) communicating ideas, (5) using leisure time wisely, (6) traveling and moving about, (7) earning a living, (8) homemaking, (9) appreciation, creation, and enjoyment of beauty, (10) handling and adjusting to one's social, technological, and physical environment, (11) managing one's money, and (12) being a responsible citizen. An outline of traveling and moving about is presented. Completed and partially completed curriculum sections are listed. The additional working committees needed to complete the curriculum are given. A bibliography of 12 references is included. (RS)

ABSTRACT 10

EC 000 291 ED 012 529
Publ. Date Jun 66 121p.
Hovet, Mary E.; Pumphrey, Franklin
Special Education Teacher's Resource Guide for Educable Mentally Retarded Children.
Howard Co. Board Of Educ., Maryland
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; social studies; teaching methods; curriculum; educable mentally handicapped; reading instruction; word recognition; handwriting instruction; teaching techniques; teaching guides; program planning; units of study (subject fields); curriculum guides; elementary grades; secondary grades; student evaluation; reading; arithmetic; spelling; creative expression; handwriting

As a source of information and techniques about the education of the educable mentally handicapped, this teaching guide discusses teacher planning, adjustment of instruction to meet the needs of these students, teaching techniques, and evaluation. Procedures are listed for instruction in reading, word recognition, handwriting, spelling, arithmetic, creative skills, and social studies. Ten resource units emphasizing social studies for primary, elementary and middle educational levels are outlined with appropriate activities and resources. Also included are a glossary of terms, suggestions to special subject teachers working with educable students, and an outline of the special education curriculum in the high school. (JK)

ABSTRACT 11

EC 001 246 ED 018 895
Publ. Date 67
Meyen, Edward L., Ed.
Planning Community Services for the Mentally Retarded.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; vocational rehabilitation; community programs; program planning; social work; mental retardation; program administration; community services; social services; clinics; rehabilitation programs; residential care; sheltered workshops; day care services; preschool children; state programs; adolescents; adults; children; social planning; trainable mentally handicapped; educable mentally handicapped; community programs; community planning

Designed as a supplementary text for basic courses on mental retardation, special education administration, vocational rehabilitation, and social work, this collection of 35 readings presents background on the major service areas which are necessary in providing a continuum of care for mentally retarded citizens. The readings are divided into five categories--basic guidelines to planning (seven articles), clinic services (seven articles), rehabilitation services (10 articles, seven of them on sheltered workshops), day care services (five articles), and residential care (six articles). Each area is preceded by a brief introduction from an educational perspective and followed by situation discussion questions. Organized in sections to parallel these five categories, the bibliography includes 127 entries. This document is available from the International Textbook Company, Scranton, Pennsylvania, for $4.95. (DF)

tion; trainable mentally handicapped; program guides; admission criteria; adolescents; children; community services; educational equipment; parent counseling; program administration; teacher certification; teacher aides; teaching guides; scheduling; program evaluation; class size; special services; Lansing

Administrative practices, including eligibility criteria and evaluation of the trainable mentally handicapped, teaching certification requirements, and the duties of teacher aides, are discussed in this guide. Housing, including equipment and supplies, is described. Other topics include daily schedules for older and younger groups, class size, counseling with parents, and program evaluation. Extra services, including community involvement, health and social agencies, and professional assistance, are described. Other factors, such as transportation, tuition, and state aid, are presented. A bibliography of 39 references for both lay and professional workers is included. (VO)

ABSTRACT 21

EC 000 081 ED 010 930
Publ. Date 62 115p.
Allen, Amy A.; Baker, Virginia
Slow Learning Children in Ohio Schools.
Ohio State Dept. Of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; state programs; administration; tests; testing programs; educable mentally handicapped; curriculum development; program planning; academic achievement; instructional programs; learning characteristics; language arts; arithmetic; social studies; curriculum; sciences; recreational activities; intermediate grades; junior high schools; senior high schools; records (forms); admission criteria; activities; vocational education; teaching methods; Columbus

In this bulletin slow learning refers to children in the 50-75 IQ range. Eligibility for special classes is discussed, including a description of the testing program and an explanation of the IQ concept. Samples of forms used in communication with parents and district applications for special classes are included. Learning characteristics of slow learning children are briefly described. This bulletin, intended for teachers and administrators, outlines an instructional program. Areas of instruction include language arts, arithmetic, social studies, occupational training, science, and recreational activities. Appropriate amounts of time are suggested. Effective teaching techniques, recommended experience activities within the various learning areas, and meaningful concepts that should be developed are among the specific suggestions made. A bibliography lists several bulletins and curriculum guides appropriate for teachers and administrators as well as several basic texts and relevant periodicals. Appendixes outline eligibility requirements for special class placement and requirements for certification of teachers of slow learning children. (VO)

ABSTRACT 22

EC 001 197 ED 014 838
Publ. Date 66 61p.
Bonham, S. J., Jr.
Program Standards for Special Education and Legal Dismissal from School Attendance.
Ohio State Dept. Of Education, Columbus, Div. Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; administration; standards; state standards; handicapped; admission criteria; program guides; aurally handicapped; boarding homes; educable mentally handicapped; educational finance; emotionally disturbed; hearing therapy; homebound; homebound children; neurologically handicapped; orthopedically handicapped; physically handicapped; program planning; school attendance laws; school services; speech therapy; student transportation; tutoring; visually handicapped; Columbus

In outline form this guide presents the program standards approved by the Ohio State Board of Education in August 1966 for 13 special education programs and for legal dismissal from school attendance. The following topics are considered--general standards, eligibility for services, class size and student age range, housing, equipment and materials, program organization and content, and teacher qualifications. General and specific program standards are presented for (1) deaf, (2) hard of hearing, (3) crippled, (4) visually handicapped, (5) neurologically handicapped, (6) emotionally handicapped, (7) slow learning, (8) speech and hearing therapy, (9) child study services, (10) individual instructional services, (11) transportation, (12) boarding homes for physically handicapped children, and (13) standards for legal dismissal from school attendance. (DF)

ABSTRACT 23

EC 001 209 ED N.A.
Publ. Date Nov 68 103p.
Birnbaum, Arnold; Schwartz, Arthur L.
Recreation for the Mentally Retarded--A Community Based Program.
New York Assn. For Help Of Retarded Children, N. Y.
EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; community programs; interagency cooperation; interagency planning; community agencies (public); educable mentally handicapped; trainable mentally handicapped; demonstration projects; children; adolescents; young adults; self care skills; agency role; questionnaires; participant satisfaction; parent reaction; recreational programs; social agencies; program evaluation; recreational activities; community services; program planning; interpersonal competence; New York City

The major objective of this 3-year research and demonstration project was to test the feasibility of extending the responsibilities of community work agencies in New York to include the mentally retarded. The 13 participating group work agencies received financial support as well as consultative, intake, and professional training services from the project staff. In all, 27 groups of retardates (IQ's 35 to 75) were created, numbering from 10 to 15 members. Activities were predominantly task oriented for the youngest group (ages 8 to 12), unfocused and expressive for the adolescents (ages 13 to 17), and concerned with group goals and needs for the young adults (ages 18 to 30 and over). Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. The turnover rate, about 58 percent of the participants, was highest in the children's and adolescents groups in low income areas. Parent questionnaires, coming primarily from the families of children remaining in the program, indicated satisfaction with the program's content and context as well as with the changes noticed in the retarded child or adult. However, convenience and location of the agency was a major complaint (made by 38 percent of 56 respondents), and a need was demonstrated for a continuation of programs to reduce social isolation (less than one-third of the participants established friendships which carried over outside the meetings). Agency directors, whose attitudes were conducive to the permanent establishment of suitable recreational programs, revealed in personal interviews a favorable view of serving the handicapped. The maintenance of favorable attitudes by agency directors and staffs and of interagency cooperation was found essential to the continuation of the recreational program as was the presence of the following environmental conditions--outside rather than local funding, lack of social disorganization in the community, and less need for comprehensive programs. Results indicated that expansion will occur in the next 10 years and that the program was both needed and feasible. Future plans are outlined. A seminar program, a weekly group progress record form, and a narrative meeting record are provided. (JD)

ABSTRACT 24

EC 000 748 ED 015 582
Publ. Date 15 Nov 62 14p.
An Outline of Procedures for Operating an Employment Orientation Program for Mentally Retarded Students Enrolled in Special Education Classes in Secondary Schools in New Jersey.
New Jersey Dept. Of Education, Trenton
EDRS mf,hc

A Curriculum Guide for Teachers of Mentally Retarded Pupils.
Detroit Public Schools, Mich., Div. Improve. Instr.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; program planning; teaching methods; family life education; health education; safety education; physical education; learning activities; prevocational education; sciences; primary grades; intermediate grades; secondary grades; social studies; science education; physical environment; educable mentally handicapped; curriculum guides; Detroit

Designed to meet the objectives of self realization, human relationship, economic efficiency, and civic responsibility, this guide for teachers of mentally retarded students is organized into five areas of living. The area of home and family living includes the family, the home, child care and training, and friends. The health and safety area covers safety as a way of life, personal health, social and emotional adjustment, recreation, and community health. Considered in the democratic living area are the family, the neighborhood, the city and county, the state, our nation, and the world. The vocational area treats workers and their work, getting ready for a job, keeping a job and gaining advancement, services and benefits available to workers, and guidance topics. The world around us area covers animals, plants, the earth, machines and power, and space. Each area is divided into levels for ages 7 to 11, 11 to 15, and 15 to school termination. Outlines of information to be taught are provided. The following activities are listed--discussion, dramatization and games, demonstrations and talks, scrapbooks and notebooks, drawings, murals and dioramas, craft and construction, trips, and other activities. Suggestions are also given for instruction in language arts, arithmetic, practical and fine arts, prevocational education and training, health and physical education, and science. This document was published by The Board of Education of the School District of the City of Detroit, Michigan. (TS)

ABSTRACT 17

EC 000 825 ED 015 590
Publ. Date 63
Johnson, G. Orville
Education for the Slow Learners. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; program planning; curriculum; slow learners; diagnostic tests; educational principles; grading; educational programs; elementary grades; grouping procedures; instructional programs; junior high school students; language instruction; mathematics instruction; program development; reading instruction; report cards; secondary grades; student characteristics; student placement; student promotion; educable mentally handicapped; curriculum planning; program administration

Designed to define, from an educational point of view, the problem posed by slow learners, this volume presents the clinical education approach as a tool in the planning of solutions relating to the fundamental problem of providing an appropriate school experience for the slow learner through curriculum planning. Part 1 focuses on the problem of the slow learner, including chapter discussions describing the problem, the characteristics, and diagnosis of slow learners. In part 2, topics related to school organization such as grouping for instruction and the necessary considerations at different levels of instruction from primary grades through high school are discussed. Part 3 concentrates on actual instructional material and subject matter for the slow learner at all levels. Part 4 treats reporting and general program principles including grading, promotion, school organization, and program planning. Selected references follow each chapter. This document was published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for $8.95. (MU)

ABSTRACT 18

EC 000 851 ED 019 771
Publ. Date Oct 60 62p.
Midanik, J. Sydney
Study of Slow Learners.
Toronto Board Of Education, Ontario, Canada, Res. Dept.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; slow learners; educational needs; educable mentally handicapped; high school students; intelligence tests; student distribution; vocational eduation; statistical data; cognitive ability; opportunity classes; program planning; prevocational education; program evaluation; student ability; Toronto

A special committee report to the Board of Education, Toronto, Canada, reviews the present program for slow learners (IQ 59 to 90) and recommends a new type of experimental high school. The problem of slow learners, the use and meaning of intelligence tests, and the distribution of learning capacities among students in school are discussed. The courses provided for the slow learners and the statistical distribution of pupils in these courses are described. Data and descriptions are given for both academic vocational classes for the 75 to 90 IQ group and opportunity classes and junior vocational schools for the 50 to 75 IQ group. The report also considers the wider problem of preparing slow learners for an increasingly technical society and the task of making provisions for them. Statistics are presented in 19 tables. (TS)

ABSTRACT 19

EC 000 859 ED 014 182
Publ. Date 66 316p.
Connor, Frances P.; Talbot, Mabel E.
An Experimental Curriculum for Young Mentally Retarded Children. TC Series in Special Education.
Columbia Univ., New York, New York, Teachers College
OEC-SAE-6444
EDRS mf,hc

Descriptors: exceptional child research; preschool children; curriculum; mentally handicapped; educable mentally handicapped; curriculum development; preschool education; classroom environment; curriculum guides; educational research; experimental curriculum; intellectual development; learning processes; preschool curriculum; preschool programs; rating scales; special classes; program descriptions; teaching methods

A description of a special education program for preschool educable mentally retarded children is reported together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upon young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods. The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings. These include discussion periods, group handwork projects, free play, juice time, playground and gymnasium activities, story telling, swimming, cooking, and trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management is discussed, as are the various evaluative methods used. A reference list of 60 items is included. This document is published by the Teachers College Press, Teachers College, Columbia University, New York, New York, and is available for $3.25. (RS)

ABSTRACT 20

EC 000 579 ED 014 826
Publ. Date 63 21p.
Type B Programs for the Trainable Mentally Handicapped in Michigan.
Michigan State Dept. Of Pub. Instr., Lansing
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administra-

niques; learning; vocational education; junior high schools; senior high schools; primary grades; intermediate grades; curriculum guides; art appreciaton; verbal communication; communication (thought transfer); art; English; physical environment; family life education; learning activities; money management

The curriculum guide defines its organization and use, curricular approach, and the teaching methodology for special classes of slow learners (educable mentally handicapped) in the Cincinnati Public Schools. The instructional program is built around 12 persisting life problems: health, safety, communication, citizenship, family life, social relationships, physical environment, cultural activities, leisure, livelihood, money management, and travel. Both general and detailed learning outcomes plus suggested activities are given for four age groups (6 to 9 years, 10 to 12, 13 to 15, and 16 to 18). Use of the curricular content in daily classroom programs is illustrated by sample teaching units which employ content from several of the persisting life situations. Suggested teaching units for various subject areas are listed, and guide for organizing the daily classroom program are presented. (TS)

ABSTRACT 30

EC 002 106 ED 021 365
Publ. Date 31 Dec 66 155p.
Rehabilitation Services for Educable Retarded Students. Final Report.
Eugene School District Number Four, Oregon;
Oregon State Department Of Education, Salem, Division Of Vocational Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1498-SD-66-C2

Descriptors: exceptional child research; mentally handicapped; vocational education; educable mentally handicapped; work experience programs; work study programs; student characteristics; demonstration projects; personnel; school community relationship; student employment; program descriptions; on the job training; secondary schools; Oregon

A demonstration program of early rehabilitation services integrated into school programs for educable mentally retarded junior and senior high students is described. Aspects considered are objectives, community and school setting, students involved, school instruction and work experience, personnel, and community relationships. The discussion of the operation of the work experience program covers placements in school settings, development of training positions in the community, work experience in the community, and vocational training expenditures. Information is also given about certification of newly referred students, student mobility in and out of the program, physical development and health (including medical expenditures from grant funds), student mental abilities, social characteristics of and services to students' families, and the followup program (the service plan and student employment patterns). Implications, applications, conclusions, and recommendations are presented. The appendix includes 24 tables, profiles, and discussions of such materials as state and federal regulations for training programs, characteristics of students at various levels, physical and health profiles, and family profiles. Thirteen charts and several graphs provide descriptive data. (BW)

ABSTRACT 31

EC 002 864 ED 024 190
Publ. Date 67 148p.
Programing Public School Services for Retarded Children in Wisconsin.
Wisconsin State Department Of Public Instruction, Madison, Bureau For Handicapped Children
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program planning; state programs; legislation; programing; school services; children; program administration; educable mentally handicapped; trainable mentally handicapped; agencies; interagency coordination; special services; Wisconsin

Avoiding a curricular emphasis and focusing on a state level philosophy for services for the mentally retarded, the handbook defines the underlying philosophical and legal principles. Aspects of programing treated include statutory and policy regulations, specific considerations for various levels, and interrelated agency involvement in mental retardation. The past, present, and future are surveyed; forms, publication lists, and legislative provisions and interpretations of them are appended. (LE)

ABSTRACT 32

EC 002 684 ED N.A.
Publ. Date 63 580p.
Dunn, Lloyd M., Ed.
Exceptional Children in the Schools.
George Peabody College For Teachers, Nashville, Tennessee
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; educational needs; administration; program planning; individual characteristics; gifted; instructional materials; educational programs; incidence; mentally handicapped; identification; educable mentally handicapped; trainable mentally handicapped; emotionally disturbed; speech handicapped; aurally handicapped; visually handicapped; physically handicapped; learning disabilities; neurologically handicapped; socially maladjusted; deaf; blind; hard of hearing; partially sighted; orthopedically handicapped

Intended as a survey text for college students in special education or as a reference for non-educators associated with the schools, the book includes 10 chapters by seven authors treating exceptional children in the schools. A general overview is presented and exceptionality and the problem of adjustment are discussed. Areas of exceptionality considered include the educable mentally retarded, trainable mentally retarded, gifted, emotionally disturbed and socially maladjusted, speech impaired, deaf and hard of hearing, blind and partially seeing, and crippled and neurologically impaired. Each exceptionality is defined and discussed in terms of prevalence, identification, characteristics, educational procedures, and resources. For each, references, films, and resources are listed. (LE)

ABSTRACT 33

EC 000 155 ED 011 425
Publ. Date 01 Mar 66 12p.
Murphy, Thomas J.
Santa Barbara City Schools Special Education Department, Program Description.
Santa Barbara City Schools, California
EDRS mf,hc

Descriptors: exceptional child education; community programs; physically handicapped; learning disabilities; day care services; visually handicapped; mentally handicapped; cooperative programs; educable mentally handicapped; trainable mentally handicapped; special classes; special schools; program guides; speech handicapped; neurologically handicapped; homebound; hospitalized children; children; program descriptions; behavior problems; nursery schools; Santa Barbara

Since its beginning in 1928, the program has expanded to become a department in 1953, and in 1964 the department processed 1,500 cases. Services are provided for children who are physically handicapped, educable mentally handicapped, trainable mentally handicapped, confined to home or hospital, visually handicapped, speech handicapped, behaviorally handicapped, and neurologically handicapped. A nursery school and an extended day care center serve children of working mothers. (MY)

ABSTRACT 34

EC 000 130 ED 013 507
Publ. Date 65 20p.
Guide to Practices and Procedures for the Slow Learning Program in Secondary Schools.
Cincinnati Public Schools, Ohio, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; administration; mentally handicapped; educable mentally handicapped; secondary grades; administrator guides; curriculum; public schools; grading; student promotion; work experience programs; special programs; program administration; student placement; Cincinnati

Descriptors: exceptional child education; administration; mentally handicapped; vocational education; work experience programs; school community programs; program development; administrator guides; adolescents; educable mentally handicapped; cooperative programs; employment experience; program administration; program guides; records (forms); secondary education; secondary schools; teacher responsibility; Trenton

Describing the Employment Orientation Program for Mentally Retarded Adolescents in New Jersey, this pamphlet outlines the characteristics of the program and includes time schedules, criteria for selection of employers, participation of students, occupations, and the responsibilities of the school. An example of the program agreement (between school, student, and employer) used in the East Windsor School District is included. The responsibilities of the teacher-coordinator are listed. Suggested steps in organizing a cooperative employment orientation program are also given. (JA)

ABSTRACT 25

EC 001 809 ED 019 786
Publ. Date 65
The Mentally Retarded Child in the Classroom. The Psychological Foundations of Education Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; program planning; educable mentally handicapped; etiology; identification; individual characteristics; school services; school personnel; preschool programs; elementary programs; secondary education; parent responsibility; community responsibility; secondary grades; elementary grades

Background information is provided to enable teachers and others involved in the education of mentally retarded children to recognize and to meet effectively the children's needs. Eight topics are considered--(1) nature and causes, (2) identification, (3) services (personnel), (4) program planning, (5) preschool program, (6) elementary school program, (7) secondary school program, and (8) parent and community responsibility. References are cited for each topic. This document was published by the MacMillan Company, 866 Third Avenue, New York, New York 10022, and is available for $1.35. (DF)

ABSTRACT 26

EC 000 670 ED 014 175
Publ. Date 65 153p.
Smaltz, Janet M., Ed.
Classes for Educable Mentally Handicapped Children--Guides to Special Education in North Dakota. Part II.
North Dakota State Dept. Pub. Instr., Bismarck
EDRS mf,hc

Descriptors: exceptional child education; administration; curriculum; mentally handicapped; curriculum guides; administrator guides; educable mentally handicapped; teaching guides; educational equipment; educational objectives; instructional materials; junior high schools; program administration; secondary education; senior high schools; teacher certification; work experience programs; program planning; Bismarck

The first section of this administrative and curriculum guide presents basic information for school administrators and teachers of mentally retarded children. Selection criteria, intelligence testing, administrator, parent and teacher cooperation, the retarded child's potential for academic achievement, teaching suggestions, daily schedules, progress reports, and reference lists for parents and teachers are discussed. Section 2 provides detailed instructions for planning classes in the junior and senior high schools. Educational goals, staff and community orientation, management of the homeroom (class size, class space, grading, pupil eligibility and promotion, teacher qualifications, and integrated activities), and the work-experience program are described. A 17-item bibliography is included. The last section presents curriculum objectives, instructional materials, and suggestions for citizenship, social studies, arithmetic, communication skills, science, physical education, music, arts and crafts, shop, homemaking, and driver education. Bibliographies are provided for all curriculum areas. Sample forms are included. (RS)

ABSTRACT 27

EC 000 166 ED 015 560
Publ. Date 64 50p.
Stordahl, Elwood
A Guide for Teachers of the Educable Mentally Handicapped.
Fargo Public Schools, North Dakota
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; administration; educable mentally handicapped; program guides; program administration; educational objectives; secondary grades; elementary grades; children; Fargo

The history of special instruction for mentally handicapped children in Fargo is followed by a definition of the educable mentally handicapped. A description of the administration procedures covers screening, evaluation, and placement procedures, types of tests used, class size and organization, and aims and objectives of the program. Subject areas included are language arts, arithmetic, social studies, vocations, and health and safety. For each curriculum area, achievement capabilities are outlined for primary, intermediate, junior high, and senior high levels. A bibliography of seven items and a directory of the special education department of Fargo Public Schools are also included. (JA)

ABSTRACT 28

EC 001 084 ED 022 270
Publ. Date Nov 65 139p.
Katz, Elias
An Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults. Final Report.
San Francisco Aid Retarded Children, California
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-902-P

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; program planning; adjustment (to environment); educable mentally handicapped; trainable mentally handicapped; interpersonal competence; young adults; vocational training centers; community programs; program evaluation

The Independent Living Rehabilitation Program provided non-residential community rehabilitation to meet the personal, vocational, and social needs of seriously mentally handicapped young adults. After both an initial and an 8-week evaluation period, 75 enrollees were admitted for up to 2 years of training. Of the 75, 57 percent were classified as educable, 40 percent as trainable, and the remainder as mild (IQ over 75). Half were under 20 years of age. Of the 56 enrollees who completed the program's work-training experiences and social services, 13 were vocationally rehabilitated and 23 were placed in the Adult Training Center with only limited provision for gainful employment. Although there was no change in social competency ratings, some improvements were noted in a greater independence, the use of social services, and global ratings. Information on the program is given concerning influences, admission, referral sources, enrollees, and effect. Areas of program organization detailed are direct and supportive services, training and social services, the community, staffing and administrative tasks, and program evaluation procedures. Also provided are a 53-item bibliography, 27 tables (on the enrollees' characteristics, backgrounds, and progress ratings), three case studies, and a social competency rating scale. (BW)

ABSTRACT 29

EC 000 795 ED 021 348
Publ. Date 64 718p.
The Slow Learning Program in the Elementary and Secondary Schools.
Cincinnati Public Schools, Ohio
EDRS mf,hc
CPS-CURR-BULL-119

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; program planning; educable mentally handicapped; instructional programs; health education; safety; language arts; reading; arithmetic; citizenship; homemaking education; adjustment (to environment); leisure time; prevocational education; consumer education; travel training; social studies; sciences; teaching tech-

Missouri, Special School District
EDRS mf,hc

Descriptors: exceptional child education; school services; special services; homebound children; visually handicapped; blind; partially sighted; speech handicapped; aurally handicapped; deaf; hard of hearing; language handicapped; mentally handicapped; vocational education; program descriptions; educational programs; guidance programs; learning disabilities; physically handicapped; special health problems; special classes; trainable mentally handicapped; educable mentally handicapped; hyperactivity; St Louis; Missouri

The special school district which is described was created in 1957 to serve the 25 school districts in St. Louis County, Missouri. The philosophy and administrative policies of the district are presented. The programs include a department of psychological and social services which serves children in special classes in the special school district and potential candidates for classes and also operates a program for hyperkinetic children; home teaching services for post operative cases and children with extreme orthopedic disability or noninfectious illness or heart disease; special classes (readiness, primary, intermediate, junior and senior high levels), and physical, occupational, and speech therapy for orthopedically handicapped children; resource classes in regular public schools for the blind or partially sighted; attendance of the residential school for the blind by visually handicapped children as day students; consultation services for children with mild vision defects in all schools; specialized classes for deaf, language impaired, and hard of hearing children; and inclusion of hearing conservation, hearing therapy, and speech correction programs and speech and language development classes in the public schools. The operation of educable, trainable, and moderately dependent educable classes and of the technical school providing vocational training are described. (MK)

An outline of the educable mentally handicapped (IQ range 50 through mid 70's) program in the Cincinnati Public Schools presents placement procedures, courses recommended for grades 7 through 12, the work experience program, grading and promotion procedures, and requirements for opening new classes. (JZ)

ABSTRACT 35

EC 000 131 ED 012 979
Publ. Date 67 47p.
Review of Special Education Programs, Guides to Special Education in North Dakota, Volume 1.
North Dakota Department Of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child education; state programs; administration; state legislation; admission criteria; teacher qualifications; administrator guides; educable mentally handicapped; trainable mentally handicapped; speech handicapped; speech therapy; speech therapists; qualifications; physically handicapped; aurally handicapped; emotionally disturbed; socially maladjusted; homebound; children; hospitalized children; blind; partially sighted; records (forms); school personnel; personnel; program descriptions; North Dakota Century Code; Bismarck

Special education programs for each type of handicapped child are described in terms of organization, admission criteria, class size, equipment, teacher qualifications, and state participation. Additional special education personnel, their qualifications, and their responsibilities are listed. Also included are sections of the North Dakota Century Code, local and state responsibilities for the programs, and sample application and reimbursement claim forms. (CG)

ABSTRACT 36

EC 000 172 ED 012 525
Publ. Date Sep 65 53p.
An Emerging Program of Cooperative Education for the Warwick Public Schools, Grades 9-12.
Warwick School District, Rhode Island
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; work study programs; vocational directors; administrator responsibility; cooperative education; educable mentally handicapped; secondary grades; work experience programs; adolescents; federal legislation; school community relationship; job placement; educational objectives; field trips; Warwick Public Schools

The development of various Warwick Public Schools work study programs through cooperation with local business and industry led to the creation of the position of business-industry-school coordinator (BISC). The history of the development of this position is traced. Qualifications for the coordinator are given, and BISC duties are outlined. Special emphasis is placed on a cooperative program for mentally handicapped children. The responsibility of BISC to the community involves interaction with business, labor, industry, government, school committee, school administration, guidance department, parents, pupils, and teachers. Guidelines for school-community relations are presented. Job placement responsibilities are the direct responsibility of the BISC. Various work study programs are discussed. A special work experience program for mentally handicapped children helped to alleviate the drop-out problem. The children work and attend class on an alternate week basis. Orientation periods include guest speakers and field trips in both occupational and subject matter areas. Ten specific objectives and five criteria for student selection are listed. BISC was also made responsible for the investigation, evaluation, and implementation of federal and state legislation pertaining to education. Federal legislation applicable to the Warwick work study program is outlined. A 13-item bibliography is included. (RS)

ABSTRACT 37

EC 000 151 ED 011 717
Publ. Date 66 44p.
Falls, Charles W.
Criteria for Special Education Programs in Nebraska Schools.
Nebraska State Department Of Education, Lincoln
EDRS mf,hc

Descriptors: exceptional child education; administration; program planning; legislation; state aid; qualifications; state agencies; special schools; hard of hearing; admission criteria; teacher qualifications; homebound children; educable mentally handicapped; trainable mentally handicapped; physically handicapped; speech handicaps; visually handicapped; administrative personnel; supervisors; psychological services; psychologists; psychometrists; administrator guides; state programs; program administration; Lincoln; Nebraska

This administrator guide contains the full statement of laws and rulings for the establishment and operation of special education programs in Nebraska. For each type of handicap definition, admission criteria, teacher qualifications, procedure for establishing program, and reimbursement information is provided. School psychological services and other agencies dealing with exceptional children are listed. (MY)

ABSTRACT 38

EC 000 149 ED 011 423
Publ. Date 65 33p.
Hayden, Eugene J.
Special Education for Handicapped Children.
Detroit Board Of Education, Michigan
EDRS mf,hc

Descriptors: exceptional child education; administration; community programs; program guides; admission criteria; handicapped children; blind; partially sighted; deaf; hard of hearing; physically handicapped; homebound children; trainable mentally handicapped; educable mentally handicapped; socially maladjusted; speech therapy; special health problems; transportation; vocational rehabilitation; hearing conservation; foreign students; program descriptions; personnel; program administration; Detroit

A brief, general description is presented of the program for the handicapped children of the Detroit Public Schools. A history of the program, procedures for admission and release of children, organization, curriculum, teaching personnel, and current research are included. Information is also provided on a program for foreign children, transportation of physically handicapped and trainable mentally handicapped students, and vocational rehabilitation. (MK)

ABSTRACT 39

EC 000 111 ED 012 523
Publ. Date 66 41p.
Team Teaching with the Trainable Child, a Pilot Program.
Worcester Public School, Massachusetts
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; team teaching; trainable mentally handicapped; pilot projects; children; program evaluation; program planning; program administration; program guides

An evaluation of the curriculum and organization of the Bloomingdale School for Trainable Children, Worcester, Massachusetts, was made by a committee including teachers, the principal, and an administrator of special education. The literature on team teaching of the handicapped was surveyed. The Slover School, Fontana, California, was used as a model for proposed changes. General objectives, advantages and disadvantages, sample time schedules, and class assignment tables are given for the planned interchange of children according to abilities and needs. Basic objectives are noted. The curriculum is developed about a fluid program geared to the development of social competence in five teaching areas--art, home arts, language, music, and readiness. General and specific aims and suggested activities are listed for each area. Planning and evaluation are stressed in developing team teaching. Photographs of the activities and a 49-item bibliography are included. (GB)

ABSTRACT 40

EC 000 559 ED 012 542
Publ. Date Aug 66 74p.
Handbook of Operation for the Special School District of St. Louis County, Missouri.
St. Louis County Board Of Education,

Rehabilitation Programs 11.
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